ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/23/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000595	R2 p.6		

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Self-Study Report of Milton College, June 1958

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG.
ST.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Milton College

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	Chs. 5,8	58	

MICROFILM COPY AVAILABLE — YES ■ NO □

COPYRIGHT GRANTED — YES □ NO ■

COPYRIGHT RELEASE FILED — YES □ NO □

TYPE OF REPORT
PROPOSAL □
IN-PROGRESS □
FINAL ■
FOLLOW-UP □

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: self-study

16. INDEXING TERMS (6-12)

	students			
admissions	personnel			
responsibility				

17. ABSTRACT (MAX. 250 WORDS)

Description of admission policy and procedures and responsibility of certain admission personnel, with table showing number of students admitted on, and removed from, probation during year 1954-56.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.
PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

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CHAPTER V INSTRUCTION

ED000595

INSTRUCTION

Effective teaching and the development of stimuli to intellectual pursuits are and have been a continuing concern of the administration and the faculty of Milton College. Excellence in instruction is a prime requisite in the recruitment and retention of faculty. Leadership in the improvement of instruction and in the stimulation of student scholarship is the responsibility of the dean of the college.

Administrative Concern

As evidences of administrative concern, some of the provisions and activities which contribute to faculty growth are described below:

1. New members of the faculty are recruited with particular emphasis on teaching experience and ability. College policy provides for a probationary period of three years before permanent appointment with tenure.

2. In the small college situation at Milton, the dean and the president are readily available to counsel the new staff member. His orientation to practices at Milton, his problems in instruction, and his success in teaching are an active concern of the dean of the college.

3. Faculty members are encouraged to attend state and regional professional meetings. Travel expense to state meetings is met in full by the college. For more distant meetings, at least part of the expense is borne by the college. The budget item for this purpose for 1958-59 is $302.

4. The college provides substantial aid toward the expenses of summer school. Provision is made to assist members of the faculty to pursue graduate study toward the doctor's degree. The policy statement adopted by the trustees follows:

> Any professor or assistant professor with tenure -- 3 years service -- who may wish to pursue graduate study toward the doctor's degree, such study requiring residence during the regular school year, may, upon application to and approval by the board through the president, be granted a leave under the following conditions and with the privileges as stated:
>
> A. After seven years of service, a full year's leave with half pay may be granted, or a half year leave with full pay, providing the teacher agrees to return to Milton College for at least two years of service.
> B. With less than seven years service at Milton, the teacher may enjoy the above benefits provided he or she agrees to complete nine full years of service at Milton College.

5. The dean of the college and the president welcome personal conferences with faculty. For next year a staff member has been added in biology to free more of the dean's time for "deaning".

6. The college has this year joined the North Central Association study of Liberal Arts Education. A member of the faculty will participate in the work-shop this summer.

7. Professional journals are available in the library for faculty use. The Association of American Colleges Bulletin is regularly available in quantity and is often circulated through departments. The librarian issues accessions lists to the faculty each month and

informs faculty members of the arrival of books relating to their fields.

8. Fifteen memberships in the Southern Wisconsin Education Association and two in the Wisconsin Education Association are made available to faculty members at college expense.

9. The counsel of specialists from outside the institution has been made available in numerous instances. Some of those who have visited the campus are: Margaret Hillis (Juilliard Conservatory), Dr. Milton Weber (Carroll College), Dr. Henry Veld (Augustana College) and Dean George Howerton (Northwestern University) in connection with music; Dean Ivan Stone (Beloit College), H. V. Deale (Beloit College) and Dr. Melvin W. Hyde (Evansville College) in connection with self-surveys; and James E. McNally, C.P.A., as a consultant on financial administration.

10. For additional information on the practices of other colleges, Milton has sent individuals and groups of the faculty to colleges in Minnesota, Illinois, Indiana, and Kentucky, as well as Wisconsin. The values in such visitations include tangible suggestions for use at Milton; but even more important is the stimulus of new ideas and the fresh recognition that many of our problems are those which we share with other institutions.

11. In cooperation with Lakeland College, questionnaires were circulated in 1957 and 1958 to 44 small regionally accredited colleges. Information was gathered and studied regarding practices in admissions, class size, probation, tenure of faculty, sources of financial support, and library.

12. Small departments, in some cases one-man departments, present special problems. This is a source of the current interest in consideration of a divisional organization of the curriculum and faculty at Milton. The program for the two-day faculty

conference in September, 1958, includes three general areas. These are: student counseling, faculty handbook, and divisional organization.

The North Central workshop participant, mentioned in item six, will prepare plans for more effective participation of faculty in student counseling. A veteran member of the faculty has been retained to codify the rules of the faculty and prepare a faculty handbook. The consideration of divisional organization will be directed by the dean of the college, who has participated in the two CASC workshops on Quality of Education.

STUDENT SCHOLARSHIP

Knowledge About Students

The Milton College faculty undertakes to know its students as individuals and to make increasingly effective use of modern testing techniques to identify their strengths and weaknesses as well as to measure their progress. The admissions program, the freshman testing, counseling, English proficiency test, and sophomore and senior testing contribute to knowledge of our students as individuals and as groups.

The continuous study and frequent modification of these programs evidence faculty concern that more effective practices be developed in selecting students and in guiding their educational progress.

Admissions Practices

The revision of admissions practices has been a progressive one dictated by experience in the attempt to identify individuals capable of college work. In recent years any applicant who ranked in the lower quarter of his high school class was required to take the Ohio State Psychological Test as a measure of college aptitude.

Beginning with the year 1958-59, the admissions examination has been extended to applicants in the lower third of high school classes. It is not the intent to bar applicants by means of any

arbitrary rule, but the continuous effort is to select only those who are capable of successfully pursuing a college program.

Testing Program

The freshman test results give evidence that the entering students at Milton are average college freshmen. The mean score percentiles appear in Table 11. Milton entered the CASC testing program in 1957, necessitating a change in the tests employed.

TABLE 11

September 1956	Mean Standard Score National Percentile
College Ability Test	
Total Score	45
Q Score	55
L Score	35
Cooperative English	
Total Score	40
Mechanics of Expression	35
Effectiveness of Expression	45
Vocabulary	45
Speed of Comprehension	50
Level of Comprehension	50
Total Comprehension	50
Social Studies	48
Natural Science	40
Mathematics	70

September 1957	Mean Standard Score National Percentile	CASC Percentile
College Qualification Tests		
Total Score	30	55
Verbal	40	55
Numerical	25	50
Informational	35	55
Social Studies	50	55
Natural Science	58	55
Davis Reading Test		
Level		45
Speed		60

The sophomore test results on page 18 give reason to believe that Milton sophomores have made better than average improvement.

Test results are interpreted to the faculty and are made available to counselors and teachers.

The implementation of the English proficiency requirement for graduation has been a subject of study and concern on the part of the faculty. The experience with this program is described in more detail in the section on Curriculum (page 57). Beginning in 1958-59, entering students identified in the testing program as weak in English usage, will enter a remedial English class meeting two times per week in addition to the freshman English course.

Stimuli to Scholarship

Within the group of entering students are superior students and students of marginal college ability. The faculty seeks to create an atmosphere in which serious, effective scholarship will be the rule. In the orientation period, at registration and during the first semester, the need for habitual study is emphasized. The academic probation provisions direct personal attention of dean, advisors and faculty to students who have not proven themselves in college. The student-faculty ratio of approximately 12 to 1 lends itself to close student-faculty relationships.

Probationers fall into two classes: those admitted on probation due to high school record or college record elsewhere and students who are placed on probation due to poor grade records at Milton College. About 72% of those admitted on probation over a period of years are successful in removing probation. (See Table 24) The academic atmosphere, the close teacher-student relationships, the small classes -- these, we feel, are factors in the improved work of many of these students. Additional evidence on this point is offered in Table 26 in the achievement record of a group of these transfers at Milton and at the University of Wisconsin.

Each student on probation is given personal attention. His advisor, the student counselor and the dean offer counsel and assistance. At mid-semester, the student is reminded by

personal letter of the probation requirements and of the aids available to him. At the end of the semester, students who were successful in meeting probation requirements receive commendatory letters from the dean, and those who are continued or dropped are informed of the action and of its significance by personal letters from the dean.

In general, a student is allowed two semesters to remove a probation. The probation requirement is raised according to the work which the student has attempted in college. For students with less than two years of college, the requirement is a grade point average of 1.64 or 1.82. For an individual who has attempted 56 or more credits of college work, a C-average (2.00) is required.

In the second semester of 1957-58, there were 46 students on probation due to first semester records at Milton. The disposition of these cases is summarized as follows:

Probation removed - - - - 20
Probation continued - - - - 13
Dropped from college - - - 13

The Dean's List and Graduation Honors

Outstanding scholastic attainment is honored by inclusion on the Dean's List which is published at the end of each semester. A scholarship index of at least 3.40 on a minimum load of 12 credits is the criterion. In 1957-58, 35 students earned this recognition in the first semester and 34 earned it in the second semester.

Graduates with exceptional scholarship records are recognized at commencement with the "cum laude", "magna cum laude" and "summa cum laude". These honors are awarded to the students whose scholarship index for all work done at the college level is as high as 3.25, 3.60 or 3.90, respectively.

Scholarships

Honor scholarships are made available to high ranking high school seniors. These provide second semester tuition for four years, if the recipients maintain a high level of academic performance.

Additional awards, recognizing scholastic attainment, are the Leman H. Stringer Award for an outstanding music student and the Martin Haller Memorial Scholarship awarded to an outstanding junior or senior in business administration.

Honors Assembly

Now in its second year as a joint project of the student council and the faculty is the Spring Honors Assembly. Scholastic and co-curricular achievements are publicly noted at a special assembly. This year parents were invited to the campus and entertained at luncheon. This event is a source of satisfaction to the students and contributes an appropriate emphasis on high achievement.

Instructional Methods

The range of instructional methods used by the Milton faculty is indicated in Chart 6 . At least 12 specialized techniques in addition to those shown in the chart are used by one or more members of the faculty.

The time-honored techniques of discussion and lecture are used by most of the faculty. The variety of other methods testify to the interest in newer developments and in meeting the needs of Milton students.

Marks and Examinations

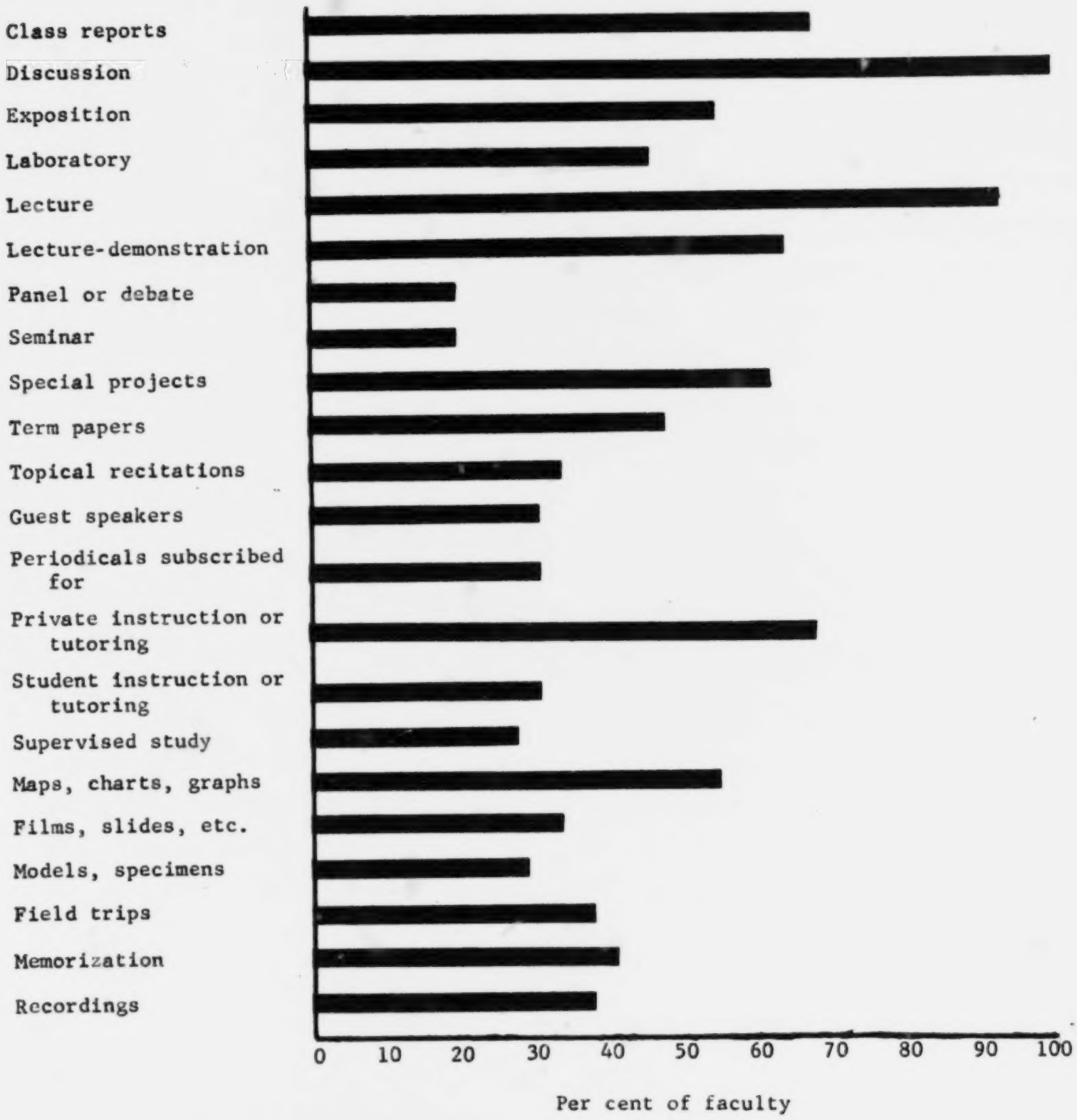
It is generally expected that grade distributions will approximate a normal curve in grading large numbers of students. No rigid adherence to such a distribution should be expected in small classes where much individual attention is given to each student.

Grades used at Milton are defined as follows:

	Quality of Work
A	superior
B	above average
C	average
D	below average
F	failure

CHART 6

USE OF INSTRUCTIONAL METHODS
BY MILTON COLLEGE FACULTY
WITHIN A YEAR OF PRESENT DATE
March 5, 1958



In the self-study of 1955-56 the Milton faculty gave special attention to the problems of grading and to the distribution of grades. Each member of the faculty received a profile of the grades issued by departments and by the college. The shift in grade distribution shown in Chart 7 reflects a continuing emphasis on scholarship.

The distribution shown for 1957-58 approximates a normal distribution. As a faculty, we feel that the degree to which the distribution favors "B" grades is justified, at least in part, by Milton's relatively great concentration in classes of 15 or fewer students and the personalized attention and stimulus given to students who otherwise might achieve an "average" grade of "C".

Size of Milton College Classes

In keeping with its slogan, "Small enough to know you," Milton's average class is smaller than the average class in 15 Midwestern colleges, all of which are accredited by the North Central Association. We believe that the quality of graduates is evidence that this condition of smaller than average classes makes a direct contribution to the all-over effectiveness of Milton's instruction. The graphs in Chart 8 compare the size of Milton classes in the first semester of 1957-1958 with the average for the 15 colleges of moderate size referred to above.

CHART 7

GRADE DISTRIBUTION

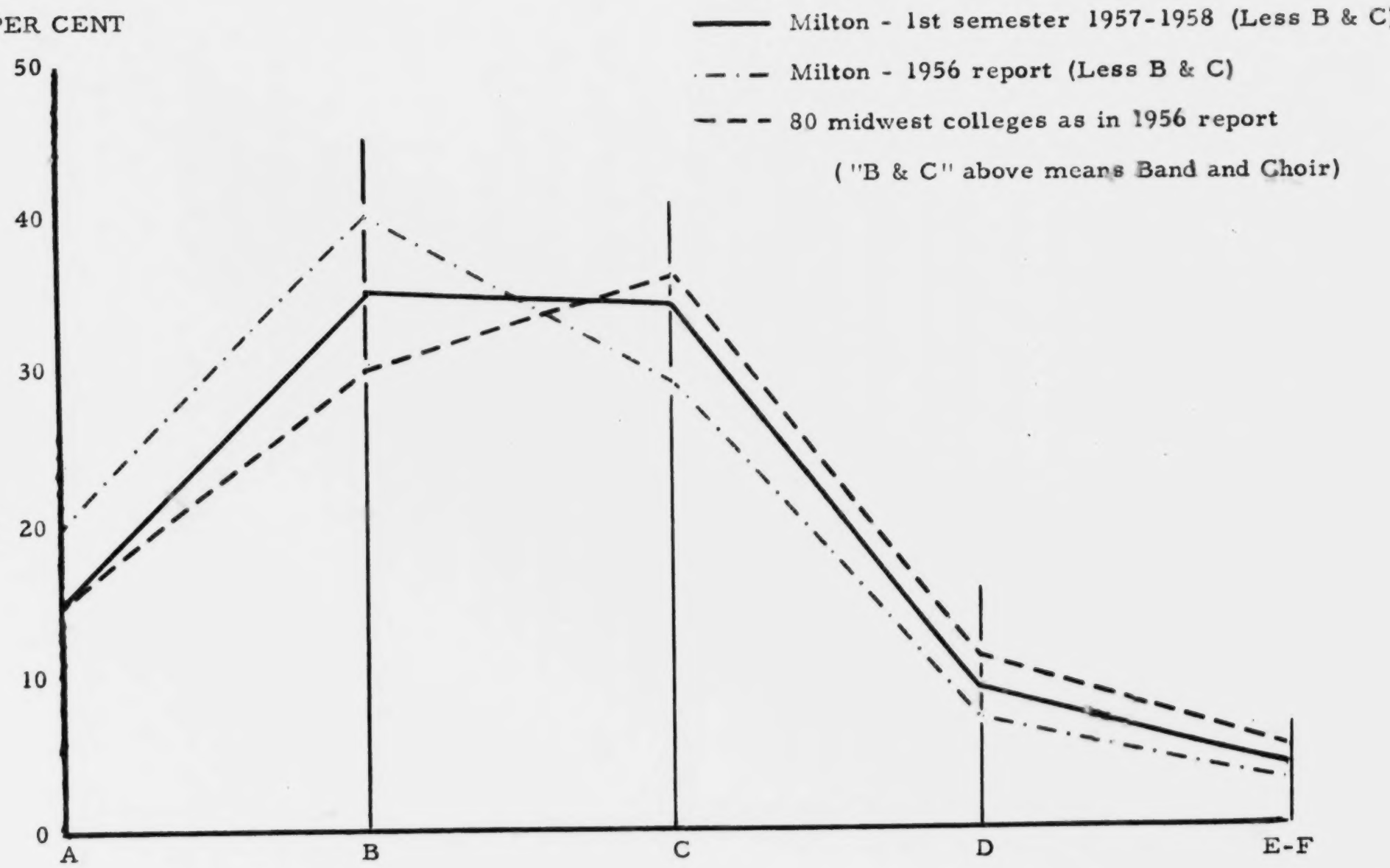
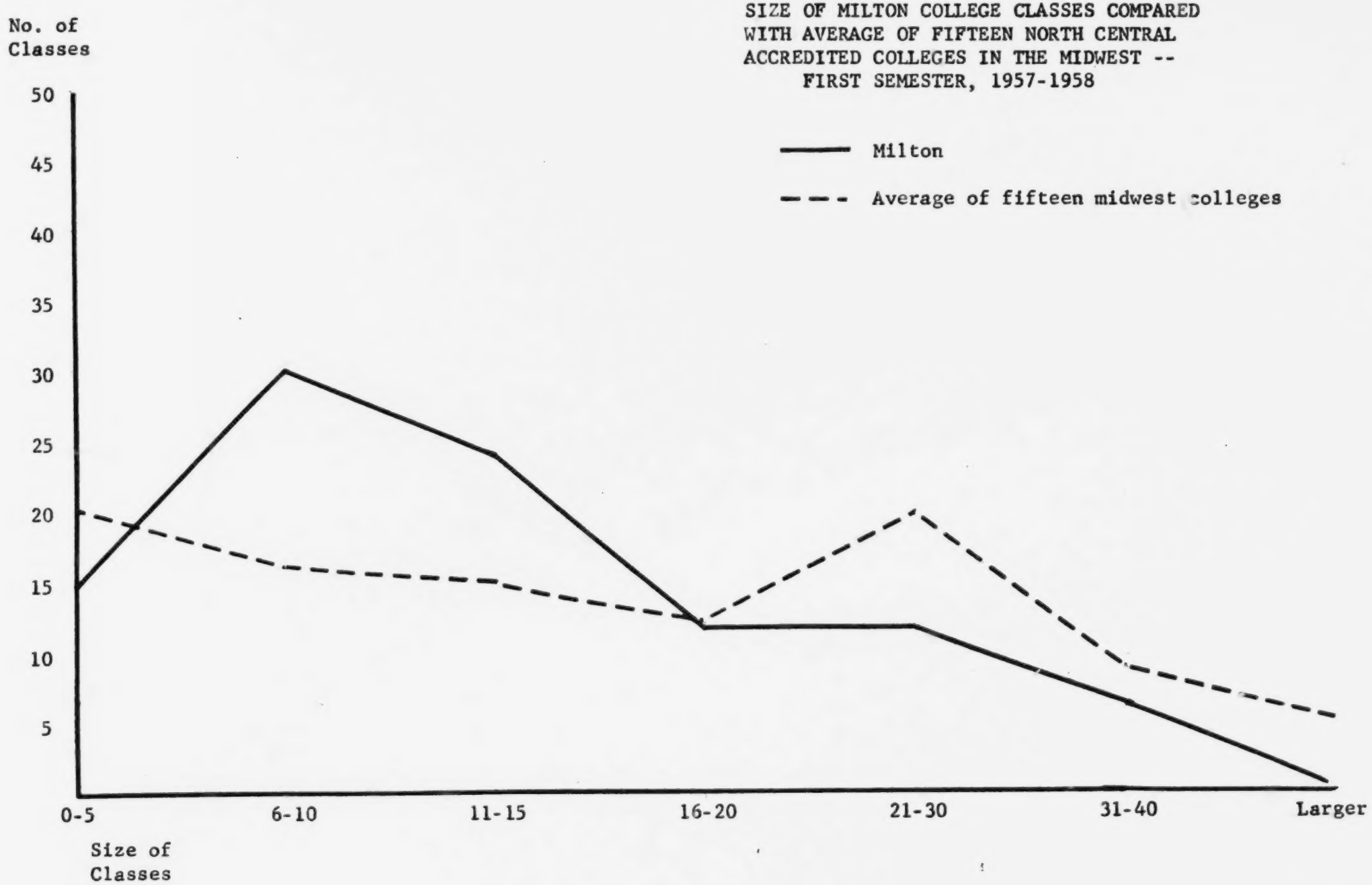


CHART 8

SIZE OF MILTON COLLEGE CLASSES COMPARED WITH AVERAGE OF FIFTEEN NORTH CENTRAL ACCREDITED COLLEGES IN THE MIDWEST -- FIRST SEMESTER, 1957-1958



CHAPTER VIII STUDENT PERSONNEL SERVICES

PRECEDING PAGES MISSING

STUDENT PERSONNEL SERVICES

Student personnel services here include admissions, orientation, student records, financial aids, counseling, co-curricular activities, health services, discipline, housing and boarding and placement. These programs contribute to the achievement of the goals expressed in the statement of purposes. By continuing study and modification in the light of experience, the services meet the needs of the students more adequately and more effectively contribute to the total program of the college.

In the course of this self-survey, the need for clearly defined lines of responsibility in the field of student services has become very clear. Effective July 1, 1958, a dean of students will become responsible for these programs. This is a step toward the organization shown in the chart on page 108.

Admissions

The admissions program of Milton College is based upon the needs of the individual applicant and an evaluation of his previous record and test results. Counseling with the prospective student to learn of his interests, ambitions, and needs and interpreting the purposes and program of the college for the prospective student and his parents is a responsibility of the Director of Admissions.

Pre-admission guidance for the student in his choice of college is felt to be most important. Milton College assistance is given by means of correspondence, school visitations, visits by the prospective student to the Milton campus, and personal interviews with the student and parents. For students interested in the vocational area of music education, audition and counseling are arranged with the head of the music department.

With the cooperation of the Student Council, the Office of Admissions sponsors Senior Visiting Evenings to which seniors of nearby high schools are invited. Small groups of visitors are entertained on a rather informal basis, permitting personal contact between students and faculty members. Evening schedules have proved satisfactory, providing opportunity for interested students to visit the campus and become acquainted with Milton College without loss of school time.

The Office of Admissions is responsible for estimating the applicant's potential for college work. Milton College does not employ a specific cut-off point in admitting students, nor does it rely on any single factor in accepting students. Rather, Milton depends upon a combination of class rank, pattern of courses, test scores and the recommendation of the high school principal.

Upon application, admission is granted to those students in the upper two-thirds of the high school graduating class. For other applicants, the high school pattern of grades, class rank, intelligence test scores and comments by high school officials are considered. The Ohio State Psychological Test is administered to provide an index of academic potential. Each case is given individual consideration. When the committee believes there is evidence that the lower-third applicant is capable of college work, he may be admitted for one semester on a probation basis.

Transfer students with records meeting Milton College requirements are admitted without qualification. A transfer applicant, whose academic record is unsatisfactory or who is ineligible to return to the college formerly attended, may be admitted on probation. The decision is based on previous record, test scores, interviews and an entrance examination.

The record of students, first-time and transfer, admitted on probation during the years 1954, 1955 and 1956 shows that about 70% successfully removed probation at the end of one semester.

TABLE 24

STUDENTS ADMITTED ON PROBATION

	1954-55		1955-56		1956-57		
Semester:	1st	2nd	1st	2nd	1st	2nd	TOTALS
Number admitted on probation	48	22	39	23	48	19	199
Number removed from probation at end of one semester	30	17	31	17	32	14	141

Some data regarding transfers to Milton College from the University of Wisconsin is presented in Table 25 on page 84 . Recently completed with the cooperation of the registrar at the university, the study deals with students who were on probation or were dropped at the university prior to entrance at Milton. Of the 160 who transferred to Milton under these circumstances in the past 11 years, 61 have graduated at Milton or at the University of Wisconsin.

In Table 26 on page 84 are tabulated the known facts regarding the 86 members of the group who did not graduate at Milton, but left Milton with a good academic record. Half of this group returned to the University of Wisconsin. Of the others, many have continued elsewhere the good work which they did at Milton. Time and circumstances have not permitted a complete follow-up on the group. The total picture is good. The probationary admission of transfer students offers many able young people an opportunity to improve study habits and to adjust to college life in the small classes and the close student-faculty relationships of Milton College.

Retention of Students

The retention of students at Milton College in 1956-57 and the class rank distribution of students over a period of years are

TABLE 25

TRANSFERS TO MILTON COLLEGE FROM THE UNIVERSITY OF WISCONSIN 1946-47 to 1956-57

Present Status	Dropped or on Probation at UW at time of transfer
Graduate of Milton College	37
Now at Milton College	14
Record at Milton satisfactory at time of withdrawal	86
Record at Milton unsatisfactory	23
Totals	160

TABLE 26

INFORMATION REGARDING 86 IN TABLE WHO LEFT MILTON WITHOUT GRADUATION AND HAD GOOD RECORDS AT MILTON COLLEGE

Returned to the University of Wisconsin - - - - -		43
Graduated from UW- - - - - - - - - -	24	
Now at UW - - - - - - - - - - - - - - -	2	
Left UW with good records - - - - - -	3	
Withdrew Passing (WP) from UW - -	2	
Poor record at UW or dropped again from UW - - - - - - - - - - - -	12	
Did not return to University of Wisconsin - - - -		43
		86

shown in Tables 27 and 28 below. The 33 freshmen who did not return in 1957-58 include 20 who made satisfactory academic records at Milton. A study of reasons for withdrawals would be helpful, not only in admissions, but in counseling and in other phases of the college program. The registrar has begun such a study.

TABLE 27

RETENTION OF STUDENT BODY OF 1956-57

Classification	Dropped for failure to meet probation	Did not return 1957-58	Returned 1957-58	Graduated in June or August 1957
Freshmen	14	33	65	
Sophomores	6	18	56	
Juniors	2	4	37	3
Seniors	0	0	1	38
	22	55	159	41

TABLE 28

DISTRIBUTION OF FULL-TIME STUDENTS FOR YEAR BY CLASS RANK

Year	Freshmen	Sophomores	Juniors	Seniors	Totals
1952-53	87	37	29	31	184
1953-54	98	61	22	28	209
1954-55	110	61	45	24	240
1955-56	109	69	50	47	275
1956-57	99	98	49	43	289
1957-58	102	88	73	43	306

ORIENTATION

Orientation begins with pre-college contacts between the student and the Office of Admissions. The Milton College representative who first meets the prospective student acquaints him with Milton College, its life and purposes. Applicants are encouraged to visit the campus with their parents. Initial counseling with the Director of Admissions includes a tentative selection of courses.

Orientation of new students continues through formal and informal events during the first days of the semester and through group meetings scheduled periodically in the first half of the semester. Students are introduced to each other, to the President of the College and to the President of the student body in a formal session on the opening day. New students become better acquainted with all members of the college family at the faculty-new student social evening and at the annual all-school picnic during the first week.

All entering freshmen write a battery of tests including the following:

College Qualification Test	Psychological Corporation
Davis Reading Test	Psychological Corporation
English Test	Educational Testing Service
Achievement Tests	Educational Testing Service
Social Studies	
Natural Sciences	
Mathematics	

In September 1958, an English proficiency test will be added. The results of the battery of tests are employed in individual counseling and are made available to advisors.

New students meet in a series of formal assemblies during the first weeks of the semester. The college rules and regulations are explained; the student is acquainted with campus activities and organizations; he is instructed in the use of the library and other facilities and in the role of Milton College as an independent liberal arts college.

Further individual orientation is accomplished through the faculty advisors. Each student is assigned an advisor within the first few days of the semester and is urged to consult with him.

Procedures of registration are made clear in the first orientation sessions. Registration is accomplished through the registrar's office during the first three days of each semester. Guidance in registration is based upon information and records provided by the Office of Admissions. Any change of courses from those selected at pre-registration is made after a personal conference with a member of the registrar's staff.

STUDENT RECORDS

The permanent records of the students are the responsibility of the registrar and are kept in a fireproof vault. These records are not permitted to leave the office of the registrar. By means of photocopy equipment, a copy can be promptly provided when there is need.

The permanent record includes a summary of the high school work, transcripts of any previous college work, entrance examination score, college record, record of administrative or disciplinary action, scores in freshman testing program, graduation record and honors received.

Information pertaining to the student's health, class attendance and outside employment is also available.

FINANCIAL AIDS

Milton College assists students in financing their college work through scholarships and awards, grants-in-aid, and loan funds.

An honor scholarship is an award amounting to $225 annually for four years provided the student maintains a grade point average of 3.00 or better. (A is 4 points per credit hour, B is 3, etc.) Only students ranking in the upper 15% of their high school classes are eligible to apply. In the year 1957-58, there were 20 students who held honor scholarships.

Each year a limited number of music awards are assigned to students who qualify by auditioning before the music faculty which recommends to the scholarship committee. Eight music awards are available. For students who qualify in terms of athletic and scholastic ability, eight athletic awards are available upon recommendation of the physical education department.

Grants-in-aid are awarded to students who qualify primarily in terms of financial need.

All scholarships, awards, and grants-in-aid are administered by the faculty scholarships committee. The value of the financial aids of these types awarded in 1957-58 to 74 students was $11,000, an average of $162 per student.

Loan funds are administered by the President and the Counselor of Men. Funds are available to students needing an extension of time for completion of payments of tuition. Notes do not generally exceed eight months in time nor $300 in amount. Conditions of the loans, which bear 5% interest, are stated on the promissory note which the student signs. Collection is the responsibility of the business manager. In 1957-58, loans totaling $2,412.15 were made to 18 students.

Loans for needy students are available from the Wisconsin Department of Public Welfare. Information and assistance in obtaining such loans is provided through the office of the Dean of Students. Four students obtained money from this source in 1957-58, borrowing a total of $1,200. These long term loans become interest-bearing when the borrower graduates or leaves college.

COUNSELING PROGRAM

Milton College provides four levels of counseling to assist students. These are: counselor-student, teacher-student, advisor-advisee, and professional-student.

Since each level may represent a different person or several different persons, the student has a wide latitude in the selection of his counselor. There is sufficient communication between the

various counselors to insure that correct information will be made available regardless of the level selected by the student.

The purposes of the counseling program include the following:

To direct the student into the academic program which best suits his interests and capabilities.
To help the student choose the elective courses which would be most beneficial to him.
To help the student choose the courses that best fit his academic program.
To aid the student in his study schedule and habits.
To give special academic help to those who desire it.
To hear sympathetically the personal problems of a student and to offer appropriate help or to direct him to qualified sources of help so he will be better able to solve his own problems.
To acquaint the student with programs and services that are available to him.
To encourage the student to participate in co-curricular activities which answer his needs.
To interpret the results of standardized testing to the student.

Teacher-Student Counseling

Small classes make teacher-student counseling effective at Milton College. Teachers provide specific instruction in their classes on the approach in studying the course material. Special help is offered by faculty members to students who are having difficulties. The review of examinations, term papers or book reports in a conference with the student is an example.

The close classroom relationship between student and teacher is responsible for the fact that guidance is often sought from a professor even though he is not the assigned advisor. Counseling at this level usually has its beginning in academic circumstances, but it frequently broadens to include any or all counseling problems through the initiative of the student. Faculty members make provision for this type of counseling by maintaining office hours or through an appointment system.

Advisor-Advisee Counseling

Each student is assigned to a faculty advisor. The upper-level student, who has indicated a major field of interest, is assigned to a professor in that field. A change of advisor is made when it seems in the best interest of student and advisor.

Students are encouraged to approach their advisors with their problems -- social, economic, academic, or personal. Early in each semester, a list of advisees who are in academic difficulties is given to each advisor. In these and other instances where the advisor is aware of student difficulties, he seeks the student in order to give counsel.

Grades are issued through the advisor. This affords an opportunity to meet with the student regarding his academic program. Again during pre-registration, the student must confer with his advisor and obtain approval of his program. The advisor has duplicated records of test scores and other data to assist in this counseling.

The counseling program and the advisor system, particularly, will be the workshop subject this summer when the Dean of Students participates in the summer workshop of the North Central Association Committee on Liberal Arts Education. At the faculty conference prior to the opening of college in September, plans for improving the effectiveness of the advisor-advisee system will be studied.

Counselor-Student Counseling

The student counselor, who serves also as Director of Admissions, is available to each student on his own initiative as well as by referral. The counselor's work in admissions enables him to become acquainted with each new student who enters Milton College. The admissions work provides excellent background for counseling activities.

The testing program of Milton College is under the supervision of the counselor. As described under admissions a battery of tests is administered to all entering freshmen. For the past two years the battery has been the one prescribed in the program of the Council for the Advancement of Small Colleges. Each

student is invited to a personal conference with the counselor for a discussion of test results.

The Ohio State Psychological Examination is given to the applicant for admission who fails to meet requirements on the basis of his high school record. Scores on the examination are used, in part, to determine whether the applicant shall be admitted.

The counselor directs the administration of the Area Tests of the Graduate Record Examinations to seniors and sophomores. Each student is offered an opportunity for a conference to examine his scores in terms of national norms and to discuss their significance in his educational program.

As a service to the student, other tests are available on an individual basis by arrangement with the counselor. These include interest inventories, aptitude tests in the mechanical art and clerical areas, the Iowa Reading Test and intelligence tests.

Professional-Student Counseling

The administration of the college and the counseling staff actively encourage students to take spiritual and individual problems to a clergyman of their faith. Many students have done so, and local clergymen have cooperated generously. The doctors who assist with the health program also make a contribution in counseling students.

HOUSING AND BOARDING

Approximately 42 per cent of the students at Milton College commute from their homes in the surrounding area. Twenty-eight per cent live in college housing or at home in Milton. The remaining 30 per cent reside in private homes in the Milton community.

Although campus housing is limited, rooming facilities in the village have so far proved to be sufficient for the needs of the students. The on-campus housing includes the following:

Goodrich Hall. This is a women's dormitory with accomodations for 34 women. Single or double rooms are available. A housemother is in charge.

Men's Hall. The second floor of a large residence on the edge of the campus provides room for a limited number of men. The faculty member, whose family occupies the first floor, assumes responsibility for supervision of the dormitory.

Vetsville. This group of buildings, constructed after World War II provides 11 apartments for married veterans. The counselor for men occupies one of the apartments and assumes supervisory responsibility.

Off-campus housing at present serves about 30 per cent of the students. A listing of approved rooms is maintained in the admissions office. Standards for these rooms are defined by the college, and a representative of the Dean of Students passes on the adequacy of the facilities offered. Good relations have been maintained between the college and the landlords. Off-campus rooming has been generally limited to men. In 1957-58 off-campus rooms were approved for five women.

A cafeteria, serving breakfasts and noon meals, is operated on the campus by the college. Nutritious and inexpensive meals are provided. Finances are handled by the Business Manager. Other eating places are within reasonable distance in the villages of Milton and Milton Junction.

STUDENT HEALTH PROGRAM

The student health program provides preventive and corrective measures to protect the health of students at Milton College. The costs of the college health service and medical-surgical-hospital insurance are paid from the health fee of $10 per semester. Two physicians, engaged by the college on a "fee for services basis", maintain a clinic within a short block of the campus.

The student health service provides a routine medical examination for each student enrolling at Milton for the first time. A second examination is given to each student two years later. Students engaging in intercollegiate athletics are examined each year prior to participation.

As far as possible, all illnesses, accidents and injuries are treated by the college doctors. Their offices, open from 8 a.m. to 6 p.m., are well equipped for most of the usual diagnostic services as well as treatment of most of the usual illnesses and accidents. The two physicians are available for dormitory or house calls as needed, day or night.

A surgical-hospital insurance plan covers much of the cost of ordinary hospital and surgical services. In case of athletic injuries, either intercollegiate or intramural, the health fund pays any balance which is not covered by insurance. Adequate hospitalization for major accidents is available in the nearby cities of Edgerton and Janesville. Minor accidents or surgery may be treated in the local physicians' office or by other physicians of the student's choice.

The student health service furnishes practically all of the medicine, pharmaceuticals, injectables and other supplies needed for treatment, and these are dispensed through the college physicians' offices. The right is reserved to limit some of the more expensive antibiotics so that the health fund may not be depleted. The Salk vaccine for poliomyelitis has been given to all students who have requested it during the past two years. In 1958, 115 students had chest x-rays taken by the mobile unit from the State Board of Health.

Food handlers in the cafeteria are required to have a physical examination and chest x-ray annually.

The student health service reserves the right to refuse treatment for pre-existing conditions but has accepted much of this responsibility as funds have been adequate. Dental service is available to students for emergency care.

The summary of the activities of the service for 1957-58 appears in Table 29 on the following page. The effectiveness of the service and the student acceptance of the program are indicated by the range and general use of the services.

TABLE 29

SUMMARY OF HEALTH SERVICES FOR 1957-58

Routine physical examinations, including urinalysis	191
Office calls	510
House calls	19
For diagnosis	
X-rays	46
Electrocardiograms	4
Allergy	1
Laboratory	27
Basal Metabolism	1
For treatment	
Medicine	90
Injections	48
Short wave diathermy	55
Ultra-violet	2
Minor surgery	27
Additional dressings	27
Other	3
Salk vaccine for polio	101
Dental care	25
Chest x-ray, state mobile unit	115
Hospital	
Surgical	13
Medical care	2
Outpatient	8

PLACEMENT

Assistance in finding suitable employment for graduates is offered by the Department of Education, the Department of Business Administration and the Student Counselor.

The placement of graduates who are prepared to teach is administered by the Department of Education. Records of these students are filed and credentials are prepared and made available to prospective employers and to the Wisconsin State Employment Service. Placement of teaching candidates has been consistently successful. All graduates who sought teaching positions were placed in 1957. Three of the 1958 graduates who plan to teach have not yet accepted teaching appointments (as of June 15.)

Opportunities for employment in business and industry are channelled through the Student Counselor and the Department of Business Administration. Personnel officers are referred directly to suitable candidates. The student counselor arranges interviews for prospective graduates with personnel officers visiting the campus.

The college assists students in finding part-time employment. Information of part-time opportunities is developed by the student counselor and the office of the president.

CO-CURRICULAR ACTIVITIES

Co-curricular activities provide the student with experiences, either active or vicarious, which will intensify and supplement his formal academic program. Students are encouraged to participate in appropriate activities. However, when there is evidence that activities are detracting from academic achievement as reflected in grades, the participant is declared ineligible and is dropped from the rolls of the activity.

Student leadership is encouraged. Plans are of student origin, as far as possible, but are subject to approval by the faculty advisor. Faculty participation is considered advisory rather than executive.

The co-curricular program of Milton College includes:

Student government and boards
Athletics
Fine arts
Social and fraternal organizations
Religious organizations
Publications

Student Government and Boards

The student council, with faculty counsel, organizes and governs many of the activities at Milton College. This council consists of one man and one woman elected from each class, an executive committee including the president, vice-president, secretary and treasurer elected from the student body at large, and a non-voting faculty sponsor. The council supervises the boards described below. It allocates to the various boards funds derived from the student assessment. The council and the boards are governed by a constitution drafted by the student council and ratified by the student body in 1955-56. The general plan of organization dates back to 1921.

The Athletic Board consists of the Director of Athletics, two faculty members, and two men and one woman as student representatives. The board has the responsibility of directing all business connected with intercollegiate athletics.

The Publications Board includes three student representatives and two faculty members. This group selects the student editors of The Wildcat and The Fides. The board serves in an advisory capacity to the editors of the publications.

The Convocations Board schedules programs for the bi-weekly convocations. Three student representatives and two faculty advisors make up the board.

The Social Board includes five student members and three faculty advisors. The duties as described in the constitution are "To create, stimulate, and maintain social activity on the campus for the recreation and entertainment of the student body."

Intercollegiate Athletics

Milton College is a member of a newly-organized Badger-Gopher Conference consisting of colleges of comparable size in Wisconsin and Minnesota. In its first year of operation, 1957-58, the conference scheduled basketball only. Competition is to be extended to football and track in the immediate future, and plans include competition in golf and tennis.

The Milton sports program includes football, basketball, track, tennis, golf and baseball. In addition to the conference schedule, non-conference games are scheduled with Wisconsin state colleges and other colleges of comparable size.

The sports program at Milton is in the hands of the Athletic Director and the Athletic Board. The Athletic Director is responsible for the administration and coaching, while the business phase of the program is the responsibility of the Athletic Board.

Funds are derived from the student assessment and are administered by the Athletic Board through the college treasurer. Financial aids, available to athletes who can qualify scholastically, include three full-year tuition grants and five second semester tuition grants each year.

Intramural Sports

Intramural sports activities are planned and operated by the physical education department. Instruction in dual and team sports is incorporated in the service program which is required of all students. Recreation and healthful activity are encouraged in intramural tournaments of ping pong, basketball, touch football and soft ball.

The gymnasium is open daily for free play. No record is kept of the men and women who engage in paddle ball, volley ball, and shuffleboard. Whereas 110 men and 10 women were involved in the intramural tournaments during the year, the physical education department believes that 200 is a conservative estimate of the number of different students using the gymnasium for recreation and exercise.

At the annual Honors Convocation in May, achievements in intercollegiate and intramural sports are recognized, as well as academic achievements. Under direction of the Student Council, public recognition and awards are given to lettermen, intramural champions, cheerleaders and the outstanding athlete in each major sport.

Lettermen's Club

Membership in the M-Club is open to participants in intercollegiate sports who have qualified for a letter award. The group sponsors the homecoming dance, awards scrolls and M-blankets to each graduating letterman, and in general promotes athletics.

Cheerleaders

Tryouts for cheerleaders are held early in the college year. The Athletic Board aids in the selection of five cheerleaders and provides uniforms and insignia.

Convocations

Convocations are intended to stimulate intellectual curiosity, to augment and extend the general college program beyond the classroom. They are considered to be a part of liberal arts education. The Convocations Board is responsible for scheduling programs, ordinarily at two-week intervals. Attendance is voluntary.

There follows a list of the programs for 1957-58:

Sept. 18	President Dunn: The Boy Scout Jamboree in England
Sept. 25	Jack Harrison: Lie Detector Lecture-Demonstration

Oct. 9	Dr. Robert Bowers: Illustrated Lecture on Russia
Nov. 6	Dr. William Clyde Donald: Lecture on 20th Century Tensions
Nov. 20	Marta Becket: Dance Pantomime
Dec. 4	Dr. Rowland Meyers: Lecture - The Romance of Words
Dec. 18	Christmas Vesper Service by the College Choir
Jan. 22	Robert A. Peterson: Illustrated Lecture on the Pan-American Highway
Feb. 5	Prof. J. J. Chopp, Whitewater College: A Demonstration of Magic
Feb. 19	The Melody Masters, A Negro Male Quartet
March 5	Rabbi Jay R. Brickman: Lecture -- Does Scientific Knowledge Make It Difficult to Accept Religious Faith?
March 12	Panel Discussion conducted by members of The Young Presidents Organization
March 19	Dr. Howard T. Orians: Illustrated Lecture -- The Land the Glaciers Forgot
April 9	Marriage Proposal, a play by Anton Chekhov
April 30	Bernice Clifton and her Seeing-Eye Dog, Karla; Lecture -- Adversity Can Pay Dividends
May 21	Red Ormsby: Lecture -- Kill the Umpire
May 28	Honors Assembly, arranged and conducted by students working with the convocations board

Other assemblies were scheduled for the conduct of student business.

Contemporary Arts Festival

Each spring for the past four years a Contemporary Arts Festival has been held on the Milton campus, providing the college and the community with an opportunity to view works of contemporary artists. Special emphasis has been given to exhibits by regional artists and some exhibits have been on loan from private collections. The festival enlists the aid of the Student Council, the student body and the faculty.

Another phase of the Arts Festival, the annual Wisconsin Composer's Concert initiated by the Department of Music, draws upon leading composers in the state to present for performance

works of major proportions. Each year the scope of the program has been enlarged.

In 1958 composers and performers from Ripon College, Lawrence College, Alverno College, the University of Wisconsin, and Milton were represented in the concert. Opportunity is provided to demonstrate the common interest shared by scholars and students in music composition. Composers, students, faculty and members of the audience have opportunity to observe current trends in music composition. This annual concert also contributes to the development of a community of interest in composition among the colleges of this area.

The Shakespearian play is a 55-year tradition at Milton College. In earlier years a part of the commencement week activities, the play has more recently been presented in May. For the last two years, this play has become, with the Composer's Concert and the Art Exhibit, a part of the "Festival of Arts." The Shakespearian play, with a student cast, is given under the direction of the speech and drama department.

The Festival of Arts contributes to increased student participation in and understanding of the creative arts. Formal teas and social gatherings sponsored by the sororities and other organizations provide opportunity for interested persons to discuss the arts as presented.

Choral Directors Conference

Each fall the music faculty of Milton College sponsors the Choral Directors Conference. Vocal directors of school, community, and church choirs, and interested students and the public are invited. A recognized authority in the choral field, acting as the guest conductor, lectures on some aspect of choral technique. The Milton College Choir is used for demonstration purposes. This service program for choral directors, students and faculty draws participants from the length and breadth of the state.

The stature of the program is indicated by the following list of guest conductors and lecturers who have participated:

Olaf C. Christiansen
Dean of Division of Fine Arts
Director of St. Olaf Choir
St. Olaf College, Northfield, Minn.

Paul Christiansen
Head, Department of Music
Director Concordia College Choir
Concordia College, Moorhead, Minn.

Dr. George Howerton
Dean School of Music
Director of Choral Activities
Northwestern University, Evanston, Ill.

Margaret Hillis
Director New York Concert Choir
Professor of Choral Conducting and Techniques
Union Theological Seminary, New York

Dr. Henry Veld
Head, Department of Music
Director of Augustana College Choir
Augustana College, Rock Island, Ill.

Dr. Helen Hosmer
Head, Department of Music
Director Potsdam State Teachers College Choir
Potsdam State Teachers College, Potsdam, New York

Lloyd Pfautsch
Director Illinois Wesleyan University Choir
Illinois Wesleyan University, Bloomington, Ill.

Choral Union

Each year one of the great oratorios is presented by the Choral Union. This group, using Milton College facilities and directed by members of the music faculty, includes approximately 200 singers and forty instrumentalists from communities within a 50-mile radius. Choral Union provides an opportunity for students and faculty, not only to hear these performances, but to actively participate in the chorus or orchestra.

In 1957-58 the Choral Union presented Mendelssohn's "Elijah" to an audience of more than 500.

Music Educator's National Conference

This professional organization for music educators has a student chapter on the Milton College campus. Before they take their places in the teaching field, music education students have an opportunity to become acquainted with the ethics, problems and techniques of the music education profession through their collegiate association with the parent organization. Activities include informal seminars, often in the home of a faculty member, with authorities in music.

Guests of the chapter during 1957-58 were:

Dr. Milton Weber
Director of Waukesha Symphony Orchestra
Professor of Music, Carroll College, Waukesha, Wis.

Dr. Robert Crane
Professor of Music Theory
University of Wisconsin, Madison, Wis.

The Greek Council

Composed of one student and one faculty sponsor from each organization and a non-fraternity faculty member as permanent chairman, the Greek Council coordinates the activities of the Greek letter organizations and serves in an advisory capacity.

The four organizations, primarily social in nature, which are represented on the council are:

Theta Theta Theta Sorority
Sigma Phi Zeta Sorority
Chi Gamma chapter, Delta Kappa Fraternity (National)
Alpha Eta chapter, Alpha Kappa Pi Fraternity (National)

Social Board

This student-faculty board contributes significantly to the social and cultural life of the campus. The activities of 1957-58 included the following:

Stage Door Theater "Cinema Art Series". This cultural offering for the college and the community is in its second year. Efforts are made to obtain high quality foreign films which are usually available only in metropolitan areas. The program is to be expanded next year.

Sadie Hawkins Dance, a major dance party.

Chicken Barbeque. A picnic barbeque was served by the social board to more than 250. Greek organizations planned games before and after the picnic.

"Hump Nite" parties. These monthly mid-week informal parties include games, dancing and refreshments.

YMCA-YWCA

The Milton College organization takes some pride in the claim that it is the first such campus organization in the United States. The History of the Y.M.C.A. in North America states: "There is clear evidence of student YMCA's at Cumberland University, Lebanon, Tennessee, and at Milton Academy (now Milton College) Wisconsin in the academic year 1856-57." (1)

The Milton College YMCA-YWCA is affiliated with the national organizations. The group participates in the World University Service program for foreign lands. It seeks to help its members grow spiritually.

Sectarian Groups

Catholics, Lutherans and Methodists have active denominational groups on or related to the Milton campus.

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(1) C. Howard Hopkins, History of the Y.M.C.A. in North America, Associated Press, New York, 1951.

STUDENT DISCIPLINE

Milton College does not provide a lengthy list of detailed rules and regulations. Recognizing that young people of college age are capable of regulating their own behavior, with proper guidance, Milton provides guidance through general rules rather than a long and specific list of "do's and don'ts". Such a list tends to absolve the student of the responsibility for his actions and causes him to assume that his behavior is the responsibility of the school rather than his own.

The Dean of Students and his staff deal with breeches of discipline on an individual basis. Disciplinary measures may include reprimand, campusing, probation, suspension or dismissal.

The Counselor for Men and the Counselor for Women agree that the number of disciplinary cases which they handle has been very small in proportion to the size of the student body. Few difficulties persist beyond a single conference. Within the past five years, there has been only one serious discipline case which resulted in dismissal of two men.